



## The Influence of English Teacher Competence on Learning Achievement of High School Students in Purwokerto

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### ABSTRACT

This study aims to examine the relationship between the competence of English teachers and the learning achievement of high school students in Purwokerto. Teacher competence is one of the main supporting things in achieving educational goals. Furthermore, student achievement becomes a barometer of achievement of educational goals as seen from the scores of the National English Test. Seeing these facts, this study tries to find a relationship between teacher competence and student achievement. Researchers used descriptive analysis techniques and simple regression techniques. Descriptive analysis is used to explain teacher competence through answers to the questionnaire was given and simple regression analysis is used to examine the relationship between the competence of English teachers and student achievement. In addition, the items in the questionnaire were also tested for their validity and reliability. Based on the findings, H1 is rejected, so it can be concluded that teacher competence does not have a significant positive influence on student achievement.

*Keywords:* Teacher Competence and Student Achievement

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### INTRODUCTION

A great nation is a successful nation, one of which is managing its education well. This is in line with the government's commitment to continuously strive to improve the quality of education by allocating APBN funds of approximately 492 trillion Rupiah or 20% of the 2019 State Budget to be used to improve the quality of human resources (Kementrian Keuangan Republik Indonesia, 2019). Seeing this very large allocation of funds

shows the government's commitment to improving the quality of education in Indonesia.

To improve the quality of education, the quality of teachers is one very important factor. This is because teachers are at the forefront of efforts to educate the nation's life and ultimately make a major contribution to human resource development. Furthermore, the quality of teachers cannot be separated from the competencies they have in

carrying out their duties. (Josiah & Oluwatoyin, 2017) explain that as part of a good education system, a teacher must be competent, devoted, and professionally qualified so that qualified teachers can support the learning process which in the end can be achieved educational goals.

One of the barometers of achieving educational goals is by looking at student achievement. Omran & Saleh (2019) explain that student achievement is directly related to the growth and development of student knowledge in educational situations where the teaching and learning process takes place. In line with this explanation, Izzaty, Ayryza, & Setiawati (2017) explain that learning achievement is the acquisition of knowledge which is represented by the results of assessment and measurement.

Student achievement at the high school level is one of the main factors in higher education entrance examinations through the invitation route or commonly known as the Joint Entrance Selection of State Universities (SBMPTN). It makes student achievement in addition to become a barometer of education on a national scale but also a consideration of whether a student can continue his or her study at a state university without going through a test and it is enough to include student achievement data from semester 1 to 5.

Thus, the factors that influence student achievement need to be identified. It is necessary to investigate whether teacher competence influences the achievement of high school students in Purwokerto.

### **Teachers Competence**

In carrying out their duties, teachers must have the knowledge and competence to promote their educational and professional activities. Competence is defined by Undang-Undang (UU) tentang Guru dan Dosen Nomor 14 (2005) as a set of knowledge, skills, and behaviors that a teacher or lecturer must possess, internalize, and control to carry out their professional roles. In addition, the Teachers' Council of Thailand (2018), defines competence as "a combination of skills, knowledge, behavior, and performance attributes that improve the effectiveness and quality of work." Hapsari & Prasetio (2017) explain that teacher competence is the ability of a teacher to support the implementation of his or her obligations responsibly and properly. With this explanation, teacher competence can be defined as a set of abilities, knowledge, and behaviors that teachers must possess to support professionalism in their work.

Seeing the significance of teacher competence in achieving educational goals, 10 ASEAN countries, including East Timor convened to discuss and develop the Southeast Asia Teachers Competency Framework (SEA-TCF). According to the Teachers' Council of Thailand (2018), the SEA-TCF is a set of skills, knowledge, behaviors, and attributes that all teachers in each country must have, and it has been universally agreed upon by eleven Ministries of Education from foreign nations. According to the Teacher's Council of Thailand (2018: 5), the SEA TCF includes four important competencies and twelve general competencies that a teacher must possess. The first major competency that

one must-have is the ability to recognize and understand what to teach. It demonstrates teachers' ability to deepen and broaden their knowledge of what needs to be taught, grasp educational trends, policies, and curricula, and respond quickly to developments in the surrounding, national, regional, and global environments. The second main competency that must be possessed is the ability to assist students in learning. It demonstrates teachers' capacity to recognize their students, use the most effective teaching and learning strategies, assess, and provide feedback to their learning.

The third main competency that must be possessed is engaging the community. It shows teachers' abilities to cooperate with parents and caregivers, engage the community in learning, and promote respect and diversity. The fourth main competency that must be possessed is becoming a better teacher daily. It demonstrates the teacher's ability to know one and another, to practice human kindness, and to master teaching techniques.

### **Student Achievement**

Student learning achievement is one of the success indicators on the learning process or the accomplishment of educational goals in the end. According to Hapsari and Prasetio (2017), learning achievement is an academic achievement that occurs after finally completing the learning process at school and home. In this regard, Omran & Saleh (2019) argue that learning achievement determines the student's position in the classroom, which in turn allows students to develop their abilities, increase grades, and

prepare them for future education.

Furthermore, Djamarah (in Hapsari & Prasetio, 2017) explains that student achievement is influenced by two main factors, i.e. internal and external. The internal factors include physical condition, five-sensory abilities, interests, passions, and cognitive abilities. External factors that affect student achievement include the environment, socio-culture, curriculum, education, facilities, and instructors. Looking at the previous explanation, it can be stated that learning achievement is an academic achievement achieved by students through the learning and assessment process, to determine the student's position in the class.

### **Relationship between Teacher Competency and Student Achievement**

Research on the relationship between teacher competence and learning achievement was carried out with the gain of diverse results. Hapsari & Prasetio (2017) found a positive and significant influence of teacher competence on student achievement at SMAN 2 Bawang. In addition, research carried out by Sultan & Shafi (2014), involving 500 secondary school students in Pakistan, reveals that the perception of teacher competence is having a prominent impact on student success. Recently, Rabo (2018), a study involving 80 schools in Nigeria, found a positive influence given by teacher competence on student achievement.

On the contrary, Bonney et al. (2015), a study involving 500 students in Ghana, found that teacher competence had no positive impact on student achievement. It indicates that the

majority of student's learning achievement remains below the average value, or that the research findings disprove several other studies that imply that teacher competence has a positive impact on learning achievement.

Given this phenomenon, more research on the effect of English teacher's competence on high school student's learning achievement is required. In general, many factors including teacher competence, have a significant impact on the dynamics of the learning process. This highlights the importance of teacher competence in achieving educational objectives. Furthermore, student achievement can be used to determine whether or not learning objectives have been achieved. If a teacher has good competence, it will affect student achievement in the end.

### **RESEARCH METHODOLOGY**

The survey method is used in this study. This is due to the purpose of this study itself to collect data on teacher competence and its impact on student achievement. Odoh & Chinedum (2014) explain that survey research enables researchers to determine respondents from the population and provide a standardized questionnaire. In addition, the survey research method is suitable for researchers who study behavior, conditions, and behaviors. Ponto (2015) explains that survey research is an attempt to obtain information from the population through an assessment of preferences from questionnaire answers that reflect a person's demographic condition, behavior, and characteristics. This demonstrates that this survey method is suitable for collecting

information about teacher competence and its impact on learning achievement in Purwokerto.

This research was conducted by involving all English teachers at the high school level in Purwokerto starting from class X, XI, and XII teachers. This study involved two types of data, namely primary data and secondary data. Primary data was obtained from the first source in the form of responses to a questionnaire distributed to all high school English teachers. Meanwhile, secondary data is in the form of data obtained from the second source, which is the National Exam score for the English subject over the last three years.

In this survey research, data is gathered by distributing questionnaires to informants, in this case, English teachers at the high school level in Purwokerto. Regarding the questionnaire, it was designed to examine the English teacher's level of competence throughout four competencies using 136 statements on a modified Likert scale of 1 (I cannot do that at the moment) to 4 (I can do this and can teach others). To keep the privacy of participants involved, the questionnaire does not ask for personal information from informants. In addition, researchers asked for three years of National Examination data for English subjects as a measure of student achievement in English lessons at the school.

Two types of analysis techniques were used in the study: descriptive analysis techniques and simple regression analysis techniques. Based on the responses to the questionnaire, the description analysis technique is used to

explain information on teacher competence. The validity and reliability of the items in the questionnaire were also validated first. While the influence of teacher competence on student achievement is measured using simple regression analysis techniques. The data was initially examined with standard assumption tests, such as the normality and heteroscedasticity tests, before being measured using simple regression analysis. The normality test by Kolmogorov-Smirnoff provides Sig 0.448. It indicates that the data is normal. The result of heteroscedasticity is Sig 0.097, which is (greater than) > 0.05. It implies homogeneity of variance in the data.

**FINDING AND DISCUSSION**

Researchers gathered information from 13 high schools in Purwokerto on the average results of the teacher competency questionnaire and national examination scores for English subjects. The questionnaire was completed by 20 English teachers from 13 high schools. In addition, the research team found that one teacher was in charge of teaching at two different schools.

Table 1. The average results of the questionnaire items and the average score of the National Exam for English Subjects

| No. | List of schools | The average results of the questionnaire items | The average score of the National Examination in English subject |
|-----|-----------------|--|--|
| 1.  | SMA A           | 4.60   | 5.0  |
| 2.  | SMA B           | 4.00   | 6.5  |
| 3.  | SMA C           | 4.30   | 7.8  |
| 4.  | SMA D           | 4.20   | 7.5  |
| 5.  | SMA E           | 4.50   | 8.8  |
| 6.  | SMA F           | 4.00   | 7.5  |

|     |       |      |     |
|-----|-------|------|-----|
| 7.  | SMA G | 4.20 | 8.3 |
| 8.  | SMA H | 4.70 | 8.8 |
| 9.  | SMA I | 4.30 | 7.5 |
| 10. | SMA J | 4.60 | 4.5 |
| 11. | SMA K | 4.80 | 7.0 |
| 12. | SMA L | 4.10 | 8.0 |
| 13. | SMA M | 4.60 | 8.5 |

From the table above, the researcher found that the smallest score was 4.0 for the average score of the questionnaire items in SMA B. In contrast to this, teachers in SMA K had the highest average score of the questionnaire items with a value of 4.80. For the National Examination score in English, SMA E scored 8.8 for the average score for the English subject of three years. SMA J had the lowest average score for English subjects, which were 4.5.

Table 2. Simple Linear Regression Results

| Model      | Unstandardized Coefficients | Standardized Coefficients | t    | Sig. |
|------------|-----------------------------|---------------------------|------|------|
| (Constant) | 10.145                      |                           | .486 | .564 |
| Competence | -.636                       | -.129                     | .479 | .430 |

Dependent Variable: Score

Based on the table above, the Constant value is 10.145, while the competence value (b/ regression coefficient) is -0.636. In addition, the significance value obtained is 0.676 > 0.05. This value is greater than the significance level of 0.05. It shows that the competence variable does not affect the score variable. This is reinforced by the value of count-0.430 <table 1.564. So it can be concluded that the competence

variable does not affect the score variable.

Based on the findings above, H1 is rejected, so it can be concluded that teacher competence does not have a significant positive effect on student achievement. It shows that if teacher competence increases, student-learning achievement does not necessarily increase. The results of this study were in line with research conducted by Bonney et al. (2015) that the absence of a relationship between teacher competence and learning achievement could be caused by poor student academic performance and poor educational standards as a reference. However, this study had the opposite result with Hapsari & Prasetyo (2017) who found a positive influence of teacher competence on student achievement.

## **CONCLUSION**

To improve the quality of education and student achievement, many things need to be addressed and improved. Although this study shows that there is no influence between teacher competencies on student achievement, researchers believe that there are many variables that can affect student achievement ranging from infrastructure, educational standardization, motivation, student background, psychological conditions, and other things.

The research we have done is far from perfect. In addition, the results of this study can be taken into consideration for improving the quality of teachers and also looking beyond to conduct research studies on the impact of student learning achievement with

other characteristics that affect students' internal and external factors. This is certainly interesting so that there is a cooperation between parents, schools, and students themselves to improve.

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